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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.3 Translate one representation of a pattern into another representation.  1.1.6 Recognize that linear functions, which can be written symbolically as *y* = *m x* + *b*, represent constant additive change; a unit increase in the independent variable (*x*) causes the value of the dependent variable (*y*) to change by *m* units; arithmetic sequences are linear functions.  1.1.9 Illustrate and compare functions using a variety of technologies (i.e., graphing calculators, spreadsheets and online resources).  1.1.10 Make and justify predictions based on patterns.  1.2.1 Represent functions (including linear and nonlinear functions such as square, square root and piecewise functions) with tables, graphs, words and symbolic rules; translate one representation of a function into another representation.  1.2.3 Explain how changes in the parameters *m* and *b* affect the graph of a linear function.  1.2.4 Recognize and explain the meaning and practical significance of the slope and the *x*- and *y*-intercepts as they relate to a context, graph, table or equation.  1.2.5 Determine a linear function from two nonvertical ordered pairs or from a single ordered pair and a rate of change. |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS** |
| **CCSS but not GLE’s** |